Wellesley College.

CALENDAR

1877-'8.

WELLESLEY COLLEGE.

CALENDAR

FOR 1877-8.

PRINTED FOR THE COLLEGE:

1878.

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Students in Wellesley College during the Collegiate Year 1877-8.

Number of Students in the Collegiate Department	150
Number of Special Students	41
Number of Students in the Academic Department	132
Total Number of Students	323

Wellesley College.

DEPARTMENTS OF INSTRUCTION.

THE instruction is given in two departments, the Collegiate and the Academic.* Applicants will be received as follows:

Candidates fully prepared for the Freshman Class *will have the preference over all others.*
Teachers who wish to pursue elective or post-graduate studies. See page 23.
Special students. See page 24.
Candidates for the Academic Department. See page 42.

Collegiate Department.

QUALIFICATIONS FOR ADMISSION TO FRESHMAN CLASS, IN 1878.

The article upon Preparation at page 49 should be carefully read by all who intend to fit for this department. Candidates must be at least sixteen years of age. They must pass satisfactory examinations in the following studies:

Latin Grammar, including Prosody.
Cæsar, Gallic War, Books 1–4.
Cicero, six Orations.
Vergil, Æneid, Books 1–6.
Arithmetic, including the Metric System of Weights and Measures.
Olney's University Algebra, through Involution, Evolution, Radicals, Quadratic Equations, Ratio, Proportion, Arithmetical and Geometrical Progressions; *i. e.*, to Part III.

* This is wholly disconnected from the Collegiate Department, and has no more influence upon the College Classes or courses of study than it would have if it were a separate institution in another town. The demand for the collegiate education of women is of so recent an origin that there are as yet no schools exclusively designed to fit girls for College. In some places girls can join the classes of the high schools in which young men are fitted, but these opportunities are comparatively rare. It is therefore necessary to provide for the needs of girls who cannot be prepared for College in their own homes. The Academic Department is intended to meet this demand.

Olney's or Chauvenet's Plane Geometry.

Modern Geography.

Guyot's Physical Geography, Parts II and III.

English Grammar.

English Composition. The subjects for 1878 will be selected from Shakspere's Tempest, Scott's Lady of the Lake, or Longfellow's Evangeline, and every candidate will write a short composition upon the subject assigned to her at the time of examination.

PREPARATION IN MATHEMATICS.

The requirements in Arithmetic are a thorough knowledge of the fundamental operations, — and Common Decimal Fractions, Compound Numbers, Proportion, Percentage, Square and Cube Root, and the Metric System of Weights and Measures. Candidates, almost without exception, are deficient in their preparation in Arithmetic and Algebra. This has, in most cases, resulted from the very common neglect of thorough preparation in Arithmetic, and from using easy elementary text-books in Algebra. We prefer that Olney's University Algebra should be used whenever this is possible. Some candidates are deficient from neglecting to review their Arithmetic, Algebra and Geometry. All who are preparing for examination should provide themselves with the proper text-books, and prepare under the training of competent instructors. In all their work the candidates' knowledge of the subjects passed over should be frequently tested by written examinations, the exercises proposed being drawn from other sources than the text-book. In Geometry, they should have some exercises in original demonstrations, and should be accustomed to the numerical application of geometrical principles. Ultimate success peremptorily requires thoroughness at the foundation.

PREPARATION IN LATIN.*

Accurate knowledge of the grammar is indispensable. It will not be sufficient to have read the required amount of Latin. No one can be well prepared without thorough drill in construction. It is not enough that the candidates have a certain facility in careless translating, — such translating as shows but little acquaintance with the language. There should be a familiarity with the forms, a point too much neglected, and an intelligent appreciation of the idioms of the Latin language, as distinguished from the English. This comparison of the two languages should always be kept in view in the preparatory work; it is of the greatest importance in making sound scholars, and, since nothing tends so directly to this end as prose composition, we urge the giving much time and attention to this branch of the study.

* In 1879 candidates must be examined in Latin Grammar, including Prosody; four books of Cæsar; seven Orations of Cicero; Vergil, Eclogues and six books of the Æneid; Latin Prose Composition, Allen and Greenough, Part I, or an equivalent in Arnold or Harkness.

The following pronounciation is adopted: ā as in father; ă as in fast; ē as in there; ĕ as in met; ī as in machine; ĭ as in piano; ō as in holy; ŏ as in wholly; ū as in rule; ŭ as in puss; c, g, and ch always hard; j like y in you; s as in sill; t as in till. In diphthongs the sound of each vowel is preserved.

PREPARATION IN GREEK.

The study of Greek is advised, but not required. The examination will be in Greek Grammar; Xenophon, Anabasis, four books; Iliad, three books; Jones's Greek Prose Composition, with the accents.*

The following pronounciation is recommended: α as in father; η as e in prey; ι as in machine; ω as o in prone; υ as u in prune. The short vowels should be merely somewhat shorter than the corresponding long vowels; αι as ay in aye; ει as ei in height; οι as oi in oil; υι as ui in quit; αυ as ou in house; ευ as eu in feud; ου as ou in youth; γ before κ, γ, χ, as n in anger, elsewhere hard; θ as in thin; χ guttural, as in German, *machen*.

In order to encourage the study of Greek, a prize of $250 will be given in each year to the student who enters the Freshman Class in September, 1878, 1879, or 1880, best prepared in Latin, Greek and Mathematics, according to the requirements above stated, and the following prizes will be given to students who enter the Freshman Classes in the same years, well prepared in the entrance examinations in Greek, above advised. To the best student (except the one who takes the $250 prize), $100; to the second best, $75; to the third best, $50; and to the fourth best, $25. Students who are fitted in the Academic Department of the College, will not be considered as competitors for these prizes.

PREPARATION IN MODERN LANGUAGES.

We advise that all candidates who have the opportunity, should be prepared to pass an examination in either French or German, though this is not required at present.

All who wish to take the course for Honors in Modern Languages, must pass the examinations for the Freshman Class above required (excepting in Greek); in the whole of Otto's German Grammar; Whitney's Grammar and Reader, or their equivalent; in French Grammar; and must also be able to translate easy French at sight.

EXAMINATIONS IN 1878.

The only time for examinations will be in September.

There is such diversity in the preparation and methods of instruction, in different parts of the country, and so much expense and inconvenience are caused by rejecting imperfectly-prepared students who come from a distance, supposing themselves to be well fitted, that

* In 1881 all candidates for admission to the General College Course must be fitted in Greek, excepting those who take the Scientific Course, or the Course for Honors in Modern Languages.

it has been found desirable to establish a semi-collegiate class. This is not intended for careless or ignorant students, but for those who had reason to suppose themselves to be well prepared, but are deficient in some particulars. Such students will have all the privileges of the Collegiate Department, and will recite with the Freshman Class, in all studies in which they are prepared. They will be allowed time to make up all deficiencies, and will then receive their full rank.

Those who fail in their examination for the Freshman Class may (if they wish) join the classes in the Academic Department and complete their preparation.

The request is often made that candidates should be received without examination, upon certificates of regents or teachers. This cannot be done, if all are to be treated impartially. There are some schools, conducted by teachers of such marked ability, that it would be safe to admit their pupils without examination. But students come to the College from all parts of the country, and it is impossible to know the character of all the fitting schools. To admit some without examination, and require it from others, would give occasion for a just charge of partiality. Candidates well fitted will not fear a reasonable examination, and all must perceive that the College will be of little value unless there is a high and uniform standard of preparation required. The best encouragement to diligent study and careful preparation is that they will certainly receive their reward. It would be mistaken kindness to place candidates in classes for which they are not prepared. They could not prosecute their studies with success, and their presence in the classes would be a positive injury to the better scholars.

Courses of Study for 1878-9.

In order to carry out the leading purpose of the College, and provide various courses of study, with wide differences of instruction, seven courses have been established, from which the students can select.

Those who are conversant with the wants of young women (especially of teachers), who are seeking a collegiate education, will appreciate the importance of this provision.

The outline of studies in each course is stated with great particularity, and descriptions of the scope and methods of instruction are given, so that candidates may be able to select intelligently those best fitted for their needs, and prepare accordingly.

The following are the seven courses of study:

The General College Course, see page 11.
The Course for Honors in Classics, see page 15.
The Course for Honors in Mathematics, see page 16.
The Course for Honors in Science, see page 19.
The Course for Honors in Modern Languages, see page 17.
The Scientific Course, see page 18.
The Musical Course, see page 19.

GENERAL COLLEGE COURSE.

This is thought to be best suited to the needs of the majority of students. A description of the methods and scope of instruction will be found on page 28. The following are the studies:

FRESHMAN YEAR.

Latin. — Livy, one book; Tacitus, Germania; Cicero, Letters (selections); Humphreys' Abbott's Latin Prose Composition.

Greek, elective. — Iliad and Odyssey (selections); Plato, Apology; Jones's Greek Prose Composition.

Mathematics. — Olney's Solid Geometry, Plane and Spherical Trigonometry.

German, elective. — Goethe and Schiller, Ballads; Schiller, Jungfrau von Orleans; Wilhelm Tell; Die Piccolomini; Grammar and Exercises; Essays.

French, elective. — Syntaxe Française, Littérature Française Contemporaine; Dictées et Compositions.

Drawing. — Free-hand, Mathematical, and Perspective.

Grecian History; Essay Writing; Elocution; History of Literature.

SOPHOMORE YEAR.

Latin. — Horace, Odes, Epodes, Satires and Epistles (Selections); Humphreys' Abbott's Latin Prose Composition. Latin is elective after the first term of the Sophomore year.

Greek, elective. — Herodotus and Thukydides (selections); Æschylus, Prometheus; Greek Prose Composition.

Mathematics. — Olney's University Algebra, Part III; Analytical Geometry; Differential Calculus.

German, elective. — Herder, Ballads; Goethe, Hermann und Dorothea; Ausgewählte Prosa; Egmont; Essays.

French, elective. — Histoire de la Littérature Française du dix-neuvième Siècle; Dictées et Compositions.

Chemistry, with Laboratory Practice, see pages 34–5.

Botany, elective.

English Literature, with parallel courses of reading.

Roman History; Essay Writing; Elocution.

JUNIOR YEAR.

Latin, elective. — Tacitus, Agricola; Plautus, Captivi; Juvenal (selections); Ovid, Fasti and Tristia (selections); Latin Verse.

Greek, elective. — Sophokles, Antigone; Demosthenes (select Orations); Plato, Republic (selections); Greek Prose Composition.

Mathematics, elective. — Integral Calculus; Analytical Geometry of three dimensions; Extended Course in Calculus, including Functions of Two Variables and Special Processes of Integrating; Analytical Mechanics.

German, elective. — Lessing, Nathan der Weise; Barthel, Deutsche Nationalliteratur der Neuzeit; Essays in German.

French, elective. — Histoire de la Littérature Française du dix-septième et du dix-huitième Siècle; Corneille, Molière, Racine, Pascal, Madame de Sévigné, La Bruyère.

Chemistry, elective. — Qualitative Analysis and Volumetric Analysis, Lectures on Chemical Theories.

Botany, elective.

Mineralogy, including use of blow-pipe.

Physics; Mediæval History; Essay Writing; Elocution; Rhetoric; Literary Criticism.

Three elective studies will be required during the Junior Year.

SENIOR YEAR.

Latin, elective. — Cicero de Oratore, or Brutus and De Natura Deorum; Lucretius (selections); Pliny, Letters (selections); Hymni Ecclesiæ; Latin Verse.

Greek, elective. — Euripides, Alkestis; Æschylus, Seven against Thebes; Sophokles, Elektra; Aristotle (selections).

Mathematics, elective. — Mathematical Astronomy.

German, elective. — Goethe, Faust; History of German Literature; Essays in German.

French, elective. — Histoire de la Formation de la langue Française; Essais; Lectures et Traductions des langues Romanes.

Astronomy, Lectures; *Geology*, Lectures; *Chemistry* (elective); *Botany* (elective); *Zoölogy* (elective); *Physics* (elective).

Mental and Moral Philosophy; History of Philosophy; Modern History; Essay Writing; Early English Literature; Anglo-Saxon (*elective*).

Three elective studies will be required during the Senior year.

The systematic study of the Scriptures will be continued throughout all the courses.

COURSE FOR HONORS IN CLASSICS.

This is intended for those who wish to give most of their time to the study of classics. A description of the methods of instruction will be found on page 29. After 1881 all selecting this course must pass the examinations in Greek, advised in the qualifications for admission to the General College Course. The following are the studies:

FRESHMAN YEAR.

Latin. — Livy, one book; Cicero, Letters (selections); Tacitus, Germania; Humphreys' Abbott's Latin Prose Composition.

Greek. — Iliad and Odyssey (selections); Plato, Apology; Jones's Greek Prose Composition.

German. — Students will continue German until they can read ordinary prose with facility.

Mathematics. — Same as in the General Course.

Grecian History, Essay Writing, Elocution, History of Literature, Drawing. — Same as in the General Course.

SOPHOMORE YEAR.

Latin. — Horace, Odes, Epodes, Satires and Epistles (selections); Humphreys' Abbott's Latin Prose Composition.

Greek. — Herodotus and Thukydides (selections); Æschylus, Prometheus; Greek Prose Composition.

Mathematics. — Students may drop Mathematics after a satisfactory examination in Olney's University Algebra, Part III.

Roman History, English Literature, Essay Writing. — Same as in the General Course.

JUNIOR YEAR.

Latin. — Tacitus, Agricola; Plautus, Captivi; Juvenal (selections); Ovid, Fasti and Tristia (selections); Latin Verse.

Greek. — Sophokles, Antigone; Demosthenes (select Orations); Plato, Republic (selections); Greek Prose Composition.

Mediæval History, Rhetoric, Essay Writing, English Literature. — Same as in the General Course.

SENIOR YEAR.

Latin. — Cicero, De Oratore, or Brutus and De Natura Deorum; Lucretius (selections); Pliny, Letters (selections); Hymni Ecclesiæ; Latin Verse.

Greek. — Æschylus, Seven against Thebes; Euripides, Alkestis; Sophokles, Elektra; Aristotle (selections.)

Mental and Moral Philosophy, History, English Literature, Essay Writing. — Same as in the General Course.

COURSE FOR HONORS IN MATHEMATICS.

This is intended for those who wish to study the Higher Mathematics. A description of the course of instruction will be found on page 29. The following are the studies:

FRESHMAN YEAR.

Latin. — Same as in the General Course, unless the student can pass an examination in an equivalent amount of Latin.

Mathematics. — Olney's Solid Geometry, and Olney's Plane and Spherical Trigonometry.

Drawing. — Free-hand, Mathematical and Perspective.

Grecian History, Essay Writing, History of Literature. — Same as in the General Course. One elective is required.

SOPHOMORE YEAR.

Mathematics. — Olney's University Algebra, Part III; Analytical Geometry; Differential Calculus.

History, English Literature, Essay Writing. — Same as in the General Course. Two electives are required.

JUNIOR YEAR.

Mathematics. — Integral Calculus; Analytical Geometry of three Dimensions; Extended Course in Calculus, including Functions of Two Variables, and Special Processes of Integrating; Analytical Mechanics.

History, Rhetoric, and English Literature. — Same as in the General Course. Three electives are required.

SENIOR YEAR.

Mathematical Astronomy.

Mental and Moral Philosophy.

History, Essay Writing, English Literature. — Same as in the General Course. Three electives are required.

COURSE FOR HONORS IN MODERN LANGUAGES.

This is designed for those who wish to devote a large proportion of their time to these studies. A description of the methods of instruction will be found on pages 29–30. Candidates desiring to take this course must pass the examination for the Freshman Class (except in Greek); in the whole of Otto's German Grammar; Whitney's Grammar and Reader, or their equivalent; in French Grammar, and must also be able to translate easy French at sight. The following are the studies:

FRESHMAN YEAR.

Latin. — Same as in the General College Course.

German. — Goethe and Schiller, Ballads; Schiller, Jungfrau von Orleans; Wilhelm Tell; Die Piccolomini; Grimm, Märchen; Grammar and Exercises in Dictation; Essays.

French. — Littérature Française Contemporaine; Dictées et Compositions.

Grecian History, Essay Writing, History of Literature. — Same as in the General College Course.

SOPHOMORE YEAR.

German. — Goethe, Hermann and Dorothea; Egmont, Selections from Goethe's Prose; Dictations and Essays.

French. — Histoire de la Littérature Française du dix-septième et du dix-huitième Siècle, Dictées et Compositions.

History, English Literature, and Essay Writing. — Same as in the General College Course. One elective is required.

JUNIOR YEAR.

German. — Lessing, Nathan der Weise; Barthel, Deutsche Nationallitteratur der Neuzeit; Essays in German.

French. — Histoire Générale de la Littérature Française, Morceaux Choisis; Dictées et Compositions.

History, Rhetoric, English Literature. — Same as in the General College Course. Two electives are required.

SENIOR YEAR.

German. — Goethe, Faust; Early German Literature; Middle High German, Der Nibelunge Not (elective).

French. — Histoire de la Formation de la langue Française; Essais; Lectures, et Traductions des langues Romanes.

Mental and Moral Philosophy, History, Essay Writing. — Same as in the General College Course.

SCIENTIFIC COURSE.

This is intended for those who do not wish to pursue the study of the classics, but desire to devote most of their time to the Natural, Physical and Mathematical Sciences. The conditions of admission and a description of the methods and course of instruction will be found on pages 33–41. The following are the studies:

FRESHMAN YEAR.

Mathematics. — Four recitations per week; Olney's Solid Geometry; Olney's Plane and Spherical Trigonometry.

French and German. — Three recitations per week in each. Students must continue French and German until they are able to read both languages with facility. The length of time spent will depend upon their previous preparation and progress.

Chemistry, with Laboratory Practice. — Three recitations per week. For description of the course in Chemistry see page 34.

Grecian History, Essay Writing, Elocution, History of Literature. — Same as in the General College Course.

SOPHOMORE YEAR.

Mathematics. — Olney's University Algebra, Part III; Analytical Geometry; Differential Calculus. Three recitations per week.

German. — Three recitations per week.

Chemistry, with Laboratory Practice. — Three recitations per week. For description of this second year's course see page 35.

Botany. — Three recitations per week. For description of this course see page 40.

Roman History, English Literature and Essay Writing. — Same as in the General College Course. Those fully prepared in French and German can commence the study of Zoölogy during this year.

JUNIOR YEAR.

Many of the studies of this year are elective, the number depending upon the progress in French and German.

Mathematics. — Integral Calculus; Analytical Geometry of Three Dimensions; Extended course in Calculus, including Functions of Two Variables, and Special Processes of Integrating; Analytical Mechanics. Three recitations per week.

Physics. — Three recitations per week. For description of this year's course see page 38.

Mineralogy, Lithology, Geology. — For description of the instruction in these studies see page 37.

Botany (elective).

Zoölogy (elective); Astronomy (elective); Chemistry (elective).

Mediæval History, Literature and Essay Writing. — Same as in the General College Course.

SENIOR YEAR.

Mental and Moral Philosophy.

Modern History, English Literature, Essay Writing. — Same as in the General College Course.

Mathematics, Mathematical Astronomy. — Students may pursue elective courses in Chemistry, Physics, Geology, Astronomy, Botany, or Biology, the selection being subject to the approval of the Faculty.

COURSE FOR HONORS IN SCIENCE.

This will be open to all who pass the Freshman entrance examinations (except in Greek), and are able to translate German and French at sight. With this preparation, they will be able to devote four years to the Natural, Physical, and Mathematical Sciences. The course for the first two years will be similar to the ordinary Scientific Course, but since no time will be required for French or German, rapid progress can be made, and more time given to advanced work during the last two years.

Musical Course for 1878-9.

The Five Years' Musical Course will commence with this Collegiate year.

It has been found impossible for students taking any of the regular courses to pursue the study of Music. Their time, during the four years, is occupied with the prescribed Collegiate studies. If they are skillful musicians, they can keep up their practice without injury to their health; but they have neither time nor strength for the proper study of music. For this reason the Trustees have established the Musical Course, which is to be extended through five years, and will enable those who take it to graduate in any of the regular College Courses, and at the same time acquire a scientific musical education. The instruction in Music will be arranged so that the other studies will not be interfered with; the only change necessary being the distribution of the Collegiate studies through five years instead of four.

This course is intended for those who have peculiar musical taste and talent, and wish to attain a high standard of classical culture. A full description of the courses is given, in order that candidates may understand the nature of the instruction and the thorough study that will be required if they select either of the three courses.

The branches taught will be Piano-forte, Organ Playing, and Solo Singing, Harmony, Counterpoint and Fugue, Composition, Theory, History, and Æsthetics of Music.

There will be three regular courses of instruction, either one of which may be selected — the Piano-forte, Organ, and Voice. Classes of two or more will be formed, if desired. All pupils in Music will study Harmony during the first and second years, Counterpoint and Fugue during the third and fourth years, and Composition the fifth year. Musical Theory will be studied during the second and third years, History and Æsthetics of Music during the fourth and fifth years.

The Musical Library contains a choice collection of works for the use of the pupils. The entire Musical Course is strictly classical, and has been arranged with the object of giving a thorough knowledge of the science of Music, developing the highest degree of technical skill, and cultivating pure taste and style.

COURSE OF STUDY FOR THE PIANO-FORTE.

FIRST YEAR.

Tausig's Daily Studies.

Selections from the following works:

Cramer-Etudes; Czerny-Etudes, Op. 740, 2 Books; Czerny-"Method of Legato and Staccato," Op. 335; Krause-Etudes, Op. 5; Krause-Etudes, Op. 9; Loeschorn-Etudes, Op. 67, Books I and II, Op. 136; Jensen-Etudes, Op. 32; Mayer-Etudes, Op. 305; Bach's Inventions; Select pieces to be played without notes; Solo, and Piano and Violin Sonatas of Haydn and Mozart; easier Sonatas of Beethoven; Songs without Words, Mendelssohn; Pieces for four hands; smaller works of best modern composers.

SECOND YEAR.

Tausig's Daily Studies.

Selections from the following works:

Clementi's "Gradus ad Parnassum" (Tausig); Eschmann-Etudes, Op. 22; Bennett-Etudes, Op. 11; Carl Mayer-Etudes, Op. 119; Moscheles-Etudes, Op. 70; Bach's six French Suites; Bach's six English Suites.

Sonatas by Beethoven and Schubert; larger pieces of Bach, Scarlatti, Mendelssohn and Schumann; Concertos by Mozart; Concerted music; selections from best modern composers.

THIRD YEAR.

Selections from the following works:

Grund's Etudes, Op. 21; Harberbier-"Etudes-Poésies;" Eschmann-Etudes, Op. 16; Chopin-Etudes, Op. 10; Henselt-Etudes, Op. 2; Henselt-Etudes, Op. 5; Kullak's Octave Studies; Moscheles-Characteristic Studies, Op. 75; Bach's "Well-tempered Clavichord."

Sonatas, Concertos by Mendelssohn, Weber, Beethoven and Hummel; Concert Pieces by Bach, Chopin, Schubert, Schumann, Thalberg, Moscheles, Liszt and Rubinstein.

FOURTH YEAR.

Chopin-Etudes, Op. 25; Kullak's Octave Studies; Bach's "Well-tempered Clavichord;" Sonatas; Concerted Music; Concertos by Mendelssohn, Schumann, Beethoven and Chopin; Concert Pieces by modern writers, — Liszt, Rubinstein, Tausig, Raff, Chopin, Brahms, Bennett, Schumann, Mendelssohn, Reinecke, Saint-Saëns, Rheinberger, Henselt, and Paine.

FIFTH YEAR.

Selections from the following works:

Liszt-Etudes, Rubinstein-Etudes and Preludes, Alkan-Etudes.

Sonatas, Concerted Music; Concertos by Beethoven, Chopin, Saint-Saëns and Rubinstein. Concert Pieces continued.

COURSE OF STUDY FOR THE ORGAN.

FIRST YEAR.

Rink Organ School, Book IV.

"The Organist," by Southard and Whiting (for Instrumentation).

Lemmens's Organ School, Book II.

"Arrangements from the Scores of the Great Masters." W. T. Best.

Preludes, Fugues and Concert Pieces by Bach, Mendelssohn, Merkel, Guilmant, and other composers.

Introduction to extempore playing, and accompaniments for solo and chorus singing.

SECOND YEAR.

Mendelssohn's Sonatas, Op. 65.

Merkel's Sonatas.

Best's "Arrangements," continued.

Works of Bach, continued.

Extempore Playing, continued.

Accompanying solo, choir, and chorus with orchestra.

THIRD YEAR.

Bach's Preludes, Fugues, etc., Ritter's Sonatas, Handel's Concertos, Best's "Arrangements," Concert Pieces by the best German, French, and English composers. Accompanying continued.

FOURTH YEAR.

Rheinberger's Sonatas, Grand Studies, Preludes, Fugues, Toccatas, Fantasias and Variations, by Bach, Handel, Mendelssohn, Hesse, Rink, Guilmant, Best, Buck, Whiting, Paine, Widor, and Saint-Saëns. Accompanying continued.

FIFTH YEAR.

Bach's Trio Sonatas, Preludes, Fugues, Toccatas, Fantasias, Variations, Passacaglia, etc., Thiele's Concert Pieces, Best's "Arrangements," Grand Concert Pieces by the best masters.

Lessons as to the structure of the Organ, tuning, and repairing.

COURSE OF STUDY IN SOLO SINGING.

FIRST YEAR.

Physiology of the Voice. Rules for breathing, and their practical application to the formation of simple pure tones, of uniform force. Study of the diatonic scale in slow tempo on the vowel *a*. Practical application of the rules for breathing to the study of blending the registers of the voice. Intonation. Study of the slow trill. Study of the diatonic scale on the Italian vowels *o* and *e*. Exercises.

SECOND YEAR.

Continued study of the trill. Study of the Italian vowels *i* and *u*. Solfeggio practice, as preparatory to pronunciation. Etudes for soprano. "36 Leçons faciles et graduées pour le Chant." Luigi Bordese (easy studies of short range). "24 Vocalises pour Mezzo-soprano ou Soprano," Marchesi. Etudes for Alto. Panofka, Op. 81. Nava's Studies for Alto, arranged by Teschner, Books I and II. Nava, Op. 22, Book I. "Vocalises pour Contralti," Marchesi.

THIRD YEAR.

Study of Italian melody. The Aria. Renewed study of the practical application of the rules of breathing, in equalizing the voice and increasing its compass. Study of the trill. Etudes for mezzo-soprano and soprano, selected from Bordogni. Etudes for Alto; Nava, Op. 22, Book III. Analysis of English vowels and diphthongs. Mode of treatment in singing English text. Select Italian and English Songs. Studies in Expression and Phrasing.

FOURTH YEAR.

The Aria continued. Recitative, Dramatic Accent, advanced study of Breathing as a source of expression.

For Soprano. — Lamperti's "Studies of Bravura," Books I and II. Bordogni's advanced Etudes in Bravura.

Continued study of the trill.

Alto. Continued study of Nava, Op. 22, Book III.

Selections from Operas.

Twelve Operatic Arias for Soprano; } arranged from Handel by Robert Franz.
Twelve Operatic Arias for Alto, }

Continued study of Accent and Phrasing. Select German Songs.

FIFTH YEAR.

The Aria continued.

Further study of Recitative, Dramatic Accent and Phrasing.

Continued study of Breathing as a source of expression. Oratorio. Opera. English, German, Italian and French Songs.

To this course will be added, from time to time, at the discretion of the teacher, the study of Duets, Trios and part-singing; also, recreations in the form of simple ballads and songs, selected according to the ability and progress of the pupils, so that they will not interfere with the regular and more severe prescribed study.

THEORETICAL TEXT-BOOKS USED IN THE STUDY OF HARMONY AND COMPOSITION:

Richter's Harmony (translations by Parker, Taylor).
Richter's Counterpoint (translated by Taylor).
Haupt's Counterpoint and Fugue (translated by Eddy).

TEACHERS ADMITTED AS SPECIAL STUDENTS.

In carrying out the original design of the College to provide for the education of teachers of the highest grade, it has become necessary to make a different provision for those who are teachers already, but desire facilities for advanced studies. At the opening of the College, some teachers entered the regular classes. During the present year many more have entered for special courses. The opportunities given them have proved to be so valuable, that it has been determined to give still greater privileges to teachers, and to allow them to come as special or post-graduate students, with the choice of being resident or non-resident, as they desire. They will be allowed to enter without examination, and to take courses of study such as no others are permitted to take.

A few illustrations will show the nature and value of these privileges. Thus, a teacher of Latin, seeking higher instruction, can, if it should be thought best, recite daily in three different classes; studying in an Academic Class the methods of instruction in Roman pronunciation, syntax, etc., and also taking advanced lessons with the Freshman, Sophomore, or Junior Classes. This will enable her to give all her time to Latin, teach her the methods of instruction in every class, and afford privileges bestowed by no other institution during so short a period.

Similar advantages will be given for the study of Greek, German, French, and Mathematics. There are fifteen classes in Latin, fifteen in Mathematics, eight in Greek, seven in German, and six in French. All these classes are open to teachers, and it is obvious that with such a wide range for selection, it will be easy for them, by giving all their time to one study, to choose a sufficient number of classes to enable them to accomplish in a year the work which, under ordinary circumstances, would require three years' time. Or they can (if they desire it) give their whole time to Grecian, Roman, Mediæval and Modern History, or to the study of English Literature. Equally important advantages will be given to them in the Physical and Natural Sciences. They can give their whole time to the study of Chemistry, Physics, or Botany. It is far better, however, that teachers who wish to devote their time to scientific pursuits should spend two years at the College, and select their courses and classes accordingly.

Instruction in every department of science is given according to the best modern methods, and is accompanied, in every case in which it is possible, with a complete course of Laboratory Practice. Those who give their whole time for two years, to this careful instruction, will be able to accomplish corresponding results. The modern demand for instruction in science is so peremptory that teachers who seek the best positions must prepare themselves accordingly.

A full description of the courses of study and the methods of instruction in the Scientific Course will be found on pages 33–41. Teachers will not be limited to the special studies referred to above, but may join any of the General or Special Courses, and share all the privileges of the College. They will also be allowed to attend any of the classes for the purpose of observing the methods of instruction.

SPECIAL STUDENTS.

A limited number of mature and well-educated young women who have not been teachers but who desire to perfect themselves in particular studies, will be received as Special Students, and allowed to pursue their studies, in any of the regular classes. They must be not less than eighteen years of age, and capable of diligent study in their selected courses. They will be allowed to take Vocal or Instrumental Music as one study, or to elect an art study.

NON-RESIDENT STUDENTS.

Teachers who wish to pursue special advanced courses in Chemistry, Physics or Botany, will be received as *non-resident students*. They will be allowed to give all their time to Labo-

ratory work, and to the general recitations and lectures in their chosen studies. They will not be connected with the College in any other manner. They can board in the village or elsewhere at their convenience.

If a number of non-resident students shall desire it, the College will provide a boarding-hall in the village where they can board as a club, or otherwise.

POST-GRADUATE STUDENTS.

Graduates of this and other Colleges who desire to continue their education, will be received with the same privileges as non-resident students. If they desire to be candidates for the degree of A. M., they must pursue a full course for two years, one year of which must be at the College. If the studies of the second year are not pursued at the College, there must be a satisfactory examination, and the candidate will be required to present a thesis upon some designated subject connected with her work.

COLLEGE SOCIETIES.

There are three Literary Societies in the College; the Zeta Alpha Society, the Phi Sigma Society, and the Shakspere Society. There is also the Microscopical Society, the Beethoven Society, and the Missionary Society.

VOCAL AND INSTRUMENTAL MUSIC.

Class instruction in vocal music will be given to all. Extra lessons in solo singing and in instrumental music will be given to those who desire them.

DRAWING AND PAINTING.

Every one will at some period of the course take lessons in Free-hand, Mathematical and Perspective Drawing, unless she has already received sufficient instruction. A large and convenient Art Gallery has been provided. Those who desire to be taught Painting in Water Colors and Oil can have special instruction. Lectures on Art will be given. Free instruction in Water Colors is given to all the classes in Botany.

LIBRARY AND READING ROOM.

The Library contains over fourteen thousand volumes. It is open at all times for the use of the students. Among all the means of culture and refinement afforded by the College, none are more appreciated by the students than the rare and costly collections of the Library. There is also a large reading room supplied with newspapers and periodicals.

The most valuable literary reviews and magazines, and the best scientific journals of every kind from England, Germany, France and the United States, are subscribed for by the College for the use of the teachers and students.

DEGREES.*

Students who complete the General College Course, the Scientific Course, or the Musical Course, will, on the recommendation of the Faculty, receive the degree of A. B.

Special distinction in scholarship on the part of the graduates in this course will be indicated by the words "*Summa cum laude.*"

Students who complete the Course for Honors in Classics, Mathematics, Science or Modern Languages, will, on the recommendation of the Faculty, receive the degree of A. B., and honors, if awarded, will be stated in the diploma.

If, on account of interruption, any students are unable to complete the Courses for Honors before graduation, the Faculty, in all proper cases, will allow the studies to be made up in Post-Graduate Courses.

The degree of A. M. will be granted upon the conditions stated under the head of Post-Graduate Studies.

* *Extract from College Charter in relation to conferring degrees.* "The corporation of Wellesley College is hereby authorized to grant such honorary testimonials and confer such honors, degrees and diplomas as are granted or conferred by any University, College or Seminary of learning in this Commonwealth, and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College or Seminary of learning in this Commonwealth."

COLLEGE LIBRARY.

COURSE OF
INSTRUCTION IN COLLEGIATE DEPARTMENT.

It is desirable that students should, as early as possible, decide upon the courses most useful for them to pursue. A description of the general plan and scope of instruction is therefore given, in order to aid in their selection from the seven different courses which are offered.

The general design of the College is to provide for the radical change in the education of women, which is made necessary by the great national demand for their higher education. By a gradual and almost unnoticed revolution, the education of the youth of our country has, to a great extent, passed into the hands of female teachers. There are now more than 300,000 women engaged in teaching in public and private schools. This fact has been, to a large degree, the origin of the demand for a higher education. It should also largely influence the character of the instruction which is to be given to those who are to become the teachers of the country. The leading object in Wellesley College is to educate learned and useful teachers, and this is kept in view throughout all the courses of study, and in all the methods of instruction. Hence, it is necessary that there should be many different courses of study, as well as opportunities of varying these courses by means of elective studies.

THE GENERAL COLLEGE COURSE.

This corresponds to the usual Classical Course in American colleges, although it differs radically in some particulars. It is thought to be best adapted to the needs of the majority of students. It is intended to provide thorough and liberal foundations for future special study, as well as to give the opportunities required for the education of teachers. It provides for instruction in Greek, Latin, Mathematics, French, German, the Physical and Natural Sciences, History, Literature, Rhetoric, Ethics, Psychology, Drawing and Elocution.

It may be widely varied by the introduction of elective studies, so as to meet the wants of individual students, and give them special training and education. But there must be limitations to this privilege of selection. The College cannot grant its degrees to students who have not prepared for future progress by a systematic course of instruction. Nor can students be allowed to take elective studies from caprice, or because they are easy. For these reasons the choice of elective studies in every course is always to be subject to the approval of the Faculty. The system of electives in the General Course begins at the end of the Freshman Year. The Faculty will then have become acquainted with the student's capacity and acquirements, and can decide as to the best course to be pursued in the future. The number of electives is largely increased in the Junior and Senior Years.

INSTRUCTION IN GREEK AND LATIN.

The instruction in these languages is according to the best modern methods. The wide range of authors studied has already been stated, and the selection will commend itself to scholars. An unusual proportion of time is given to writing Greek and Latin prose. They are also taught to write Latin verse. It is the aim throughout to produce accurate and accomplished classical scholars. They are instructed in the History, Mythology, Archæology and Art of Greece and Rome. Great opportunities are given them in the unrestricted use of the valuable works of reference and illustration in the library. The books of reference used by the best classical scholars are freely provided, together with the latest and best German, French, and English editions of the classics. There is a cabinet in the library, containing a large and valuable collection of copies in plaster and sulphur from antique coins, medals, and gems. These are very useful in the illustration of classical studies and ancient history.

INSTRUCTION IN MATHEMATICS.

The course in Pure Mathematics begins on a basis of Common Arithmetic, University Algebra through Quadratics, and Plane Geometry. It is continued through two years of the College Course, and includes the study of Solid Geometry, Advanced Algebra, Plane and Spherical Trigonometry, Analytical Geometry, Differential and Integral Calculus.

The required Mathematical studies of the General College Course end with Spherical Trigonometry. Those who pursue the Scientific Course continue their Mathematics through another year, with Analytical Geometry, Differential and Integral Calculus. All who show marked ability, and desire to pursue this science, have the Course for Honors open to them. This gives, as will be seen, more extended work in the Calculus and General Geometry, a short course in Analytical Mechanics, and a year in Mathematical Astronomy. Should any one wish to pursue this branch further, she can do so in a Post-Graduate Course.

INSTRUCTION IN GERMAN.

The course in German is arranged for four years, commencing with the Freshman Year. Candidates for this course must show that they have mastered the whole of Otto's German Grammar, and Whitney's Grammar and Reader, or their equivalents. Advanced scholars will be placed in higher classes. Other classes will be arranged for beginners.

In the Freshman Year three works of Schiller are carefully studied. To these are added some of the ballads of Goethe, Schiller, and other authors. The classes also study the life of Schiller, the history and style of his writings, and his influence in the literature of Germany.

In the Sophomore Year three works of Goethe are read. His life, his style, his influence on literature, are studied and made the subject of essays in German. Other selections in prose and poetry are also read during the year.

The first half of the Junior Year is occupied with Lessing's Nathan Der Weise. The method of recitation changes when this work is finished. After this, the works studied (as a general rule) are not translated into English. The recitations are conducted entirely in German. Barthel's Deutsche Nationallitteratur der Neuzeit is the text-book for the remainder of the year. The study is critical and historical. Reference is made to the books in the German library, and the results are presented in the class-room in oral discussions and in essays.

In the first half of the Senior Year Goethe's Faust is read. The course of study is similar to that of the Junior Year, with frequent reference to the critical works relating to Faust. During the last half of the year the General History of German Literature is studied.

An elective course in Middle High German may be substituted for the regular course of the Senior Year. It is intended for special students who desire to study the origin and historical development of the language and literature.

The aim throughout is to prepare the students to become teachers of German; blackboard exercises, translations at sight from English into German, and original essays in German are required in each year. There are many oral and written examinations. Exactness in pronunciation is insisted upon at all times, and the classes are instructed in writing German with correctness and elegance of expression. There are frequent exercises in reading German, as well as in conversation and dictation.

There is a large and valuable library of Ancient and Modern German Literature which the students are allowed to consult. Many German Reviews and Magazines are subscribed for, with the purpose of giving information as to the history of current literature, as well as teaching idiomatic forms of expression. Among these are Literarisches Centralblatt; Rundschau; Archiv fur Literaturgeschihte; Ueber Land und Meer; Daheim.

INSTRUCTION IN FRENCH.

A systematic course of study of the French Language and Literature continues through the four Collegiate Years. Those who wish to receive the full benefit of this instruction should have a thorough knowledge of the grammar, and be able to translate easy French when they enter. Classes are arranged for beginners, and higher classes for those who have a more perfect knowledge of the language.

The Freshman Year is occupied with the study of selections from the most noted contemporary authors. The design of the instruction during this year is to correct faults in pronunciation, to teach a pure Parisian accent, to perfect the grammatical study of the language, and familiarize the students with modern idiomatic French. They are required to write French essays, are frequently practiced in dictations, and are taught to converse correctly.

During the next year the same general plan of instruction is continued, but more attention is given to French Literature. The Literature of the Nineteenth Century is studied. Selections from the most celebrated poets and prose writers are read, and the students are taught to observe the characteristics of their style. The French essays during the year relate

to the same subjects. Conversation in French is continued with constant attention to perfection of accent and expression.

In the Junior Year the classes study the History of the French Literature of the Seventeenth and Eighteenth Centuries. The study is critical as well as historical. The valuable works upon French literature in the Library are referred to, and the results of the investigations are given in the class room. During the year, selections are read from the classic authors named in the list of studies.

In the Senior Year the history of the formation of the French Language is studied. The French Library affords ample opportunities for this important instruction. The classes are required to study the history of the Early French Literature and Language, its different dialects, and to write essays upon these subjects. They also read selections in Old French.

Throughout the Four Years' Course, French is studied as thoroughly as Greek or Latin. The students are carefully drilled in construction and pronunciation. The class instruction is given in French, essays are written by the students, and they are taught to converse correctly in the class-room, as well as at the French tables in the dining hall. The constant aim is to prepare the students to be teachers, to instruct them in French Literature, and teach them to speak, read, and write idiomatic French.

The French Library contains a valuable selection of classic and modern authors, and an important collection of Old French works. A number of French magazines, periodicals, and reviews are received for the use of this department. Among these are:

Revue des Deux Mondes, Magazin Pittoresque, Revue Politique et Littéraire, Gazette des Beaux Arts, Revue Historique, Revue des Langues Romanes, Romania.

INSTRUCTION IN LITERATURE.

The study of Literature is pursued during the four Collegiate Years. It is considered essential to woman's education, and is therefore required in all the different courses.

The Freshman Year is occupied with an outline history of Grecian and Roman Literature; the formation of the new Languages, after the dissolution of the Western Empire; the Early Literatures of Italy, Spain, France, and Germany, their connection and mutual influences; and the General History of English Literature, from its earliest period. This year's instruction is intended to give a connected and systematic history of the general progress of Literature. It aims also to show the influences of the political, social, and religious elements, especially in the development of the great European Literatures; and to trace some of their reflex influences upon the progress of civilization.

The Sophomore Year is occupied with English Literature, from the Elizabethan age to the nineteenth century. Different authors are selected, and the classes make a critical study of the designated portions of their works. They are also required to study the lives of these authors, and their connection with contemporary history. Abundant references are given to the critical, biographical, and historical works in the library. The aim, however, is to teach

the classes how to study the authors for themselves, and thus to cultivate correct taste, and acquire true principles of criticism.

During the Junior Year the time is given to the study of the three great poets, Homer, Dante, and Shakspere.

The Senior Year is devoted to early English Literature, and is mainly given to the study of Chaucer, and the Literature prior to Chaucer. In addition to the more generally known authors of this period, many of the works published by the "Early English Text Society" are studied, not only with reference to the formation of the English language, but also on account of their literary value.

No text-books are used. The instruction is given by lectures and in recitations. The original authors are studied, and references are made to the critical and illustrative works in the library. Essays upon the works read are required throughout the whole period. The instruction in Literature is not confined to the class-room work. Courses of reading are given to those who desire them. There are three Literary Societies, and many reading circles, which are of great value. The refining and cultivating influences of this course of study, and of these methods of instruction, are felt from the outset. A pure taste and healthy imagination, as well as a high standard of literary culture, are rapidly developed. All the leading literary reviews, journals and magazines published in England, Germany, France, and the United States, are regularly received for the use of teachers and students in this department. Among some of the more rare periodicals received for the study of Early English Literature are Kolbing, Englische Studien, and the publications of the Early English Text Society, the Chaucer Publication Society, and the Camden Society.

A valuable Shakspere Library has been formed to encourage the study of Shakspere. The publications of the New Shakspere Society, and the "Deutschen Shakspeare Gesellschaft" are regularly received.

INSTRUCTION IN HISTORY.

The study of History is continued during the four Collegiate Years. The Freshman Class has a course in Greek History, from the heroic age to the fall of the empire of Alexander. This is followed by the History of Rome to the dissolution of the Western Empire. The Sophomore and Junior Years are given to the study of Mediæval and Modern History. In the Senior Year the time is given to special historical investigations.

The instruction is given by lectures, with constant topical studies of the original authorities in the library. Essays upon the subjects studied are required from the students throughout the course.

COURSE FOR HONORS IN CLASSICS.

This is intended for those who wish to qualify themselves to become teachers worthy of the highest positions. The list of studies pursued will be found on page 15. It is laid out as a four years' course for the convenience of comparison and explanation. In substance, how-

ever, it begins with the Sophomore Year. During the Freshman Year the student will have finished the Mathematics, in which teachers are ordinarily required to instruct, and will then be allowed to pursue for three years more a thorough and comprehensive course of Greek and Latin. Those who select this course must study German until they are able to read it with facility, as they will be obliged to consult German books of reference in the library, and to use German text-books during a part of the time. The schedule of studies pursued does not indicate the entire range of instruction. They will be required to study Ancient History, Literature and Art. In addition to the classics they will be required to study English Literature, Modern History, Rhetoric, Essay Writing, Mental and Moral Philosophy. This course has already been adopted by many students. But those who desire to take it should observe that, in order to secure its advantages, they will be obliged to forego the study of some of the sciences pursued in the General Course.

After 1881 all who select the Course for Honors in Classics must pass the examinations in Greek advised in the qualifications for admission to the General College Course.

COURSE FOR HONORS IN MATHEMATICS.

This has been prepared with the same general purpose as the Course for Honors in the Classics. It is open to all in the General College Course, and in the Scientific Course.

In every class there will be some who have a peculiar talent for the pursuit of Mathematical studies. These will find in the Course for Honors a very desirable opportunity to prosecute the study of Higher Mathematics for three years.

This has the advantage over the other special courses for honors, that it does not involve the sacrifice of other studies. It will not be necessary that the students devote all their time to Mathematics. They will be required to study History, Literature, Mental and Moral Philosophy, and Essay Writing. They can take two other electives in the Sophomore Year, and three other electives in the Junior and Senior Years.

INSTRUCTION IN THE SCIENTIFIC COURSE.

This is prepared for those who desire to give the four years of College life to the pursuit of the Natural, Physical, and Mathematical Sciences, and the studies necessarily connected therewith. It is intended to meet the imperative demand in the higher education of woman for more extended and thorough instruction in the Sciences. The course, as laid out, gives opportunities for scientific study which are substantially the equivalent of those given to young men in the best Scientific and Technical Schools. But it is evident that the scope of instruction must differ widely. The instruction which is specially designed to prepare men to be civil and mining engineers, or for similar professions, would be useless here.

The present course is arranged to meet the wants of teachers; to open the way for future special study; and also to provide satisfactory preparation for those who intend to become physicians. It embraces the study of Mathematics, Chemistry, Mineralogy, Lithology,

Geology, Botany, Biology, Histology, Physics and Astronomy, in addition to the English branches common to all the courses. The entrance examination will be the same as for the General College Course, with the exception that Greek will not be required. Students will not be obliged to pursue the study of Latin any farther, but an increased amount of study of Mathematics will be necessary. It is very desirable that those who intend to take this course should come prepared to read French and German with facility. These languages are necessary to all who wish to study Modern Science, and to be conversant with its progress. German and French will be pursued by all until they are able to read ordinary scientific works in both languages. The studies to be pursued are stated on page 18. Those who are making their plans for future study will perceive that they must be governed, to a certain degree, by the amount of time which will be necessary for the study of French and German.

The course in Chemistry is described minutely, in order that candidates may know the nature and extent of the instruction to be given and the study to be required.

GENERAL CHEMISTRY OF THE SCIENTIFIC COURSE.

The instruction in Chemistry has for its object to lay thorough foundations for future studies; to teach the students the laws of chemical combinations, the chemical nomenclature and formulæ, the properties of the elements, and of their more important compounds; the practical use of apparatus; the methods of analysis; the qualitative tests for the detection of the substances studied, and the connection of Chemistry with other sciences.

The instruction is given by lectures, aided by text-books, and by a valuable collection of books of reference, to which the students have constant access. From the commencement of the course to the end, the students receive practical instruction in the Laboratory. Each student has a desk, with a separate cupboard and drawer, assigned for her use, and she is provided with apparatus, as well as with the necessary chemical re-agents. Before leaving any subject there is an examination to determine whether it has been thoroughly understood, and whether the purpose of each Laboratory experiment has been fully comprehended. An equation is required for each reaction. The students take full notes of the lectures, and make drawings of the apparatus used in the experiments, whether these are performed by the Professor or by the student herself; and these note-books are submitted to the Professor.

The students will be instructed in the use of the Spectroscope, and of the Compound Microscope. As most of them are preparing to be teachers, they are required to present subjects in the class-room in the form of brief lectures, accompanied by experiments, and by blackboard illustrations.

The course of studies is added in detail. Sophomores in the General College Course take the Chemistry of the first year; all who desire to pursue the study of Chemistry farther can take it as an elective, and join any of the classes in the Scientific Course. Students in either of the general or special courses can take any part of this course in Chemistry.

First Year.

GENERAL CHEMISTRY.

General Introduction. — Laws of Chemistry, nomenclature, formulæ, voltaic battery; hydrogen, nitrogen, oxygen, ozone and air, water and electrolysis, ammonia, hydrogen peroxide, nitric acid and nitrates, nitrous oxide, nitric oxide and other oxides of nitrogen; chlorine, hydrochloric acid, and compounds of chlorine with oxygen; bromine, iodine, fluorine and their compounds; sulphur, sulphurous oxide, sulphuric acid; hydrogen sulphide, hyposulphurous acid, the thionic acids; selenium; carbon, carbon monoxide, carbon dioxide, illuminating gas, carbon disulphide; silicon; boron, phosphorus and compounds, arsenic and compounds; antimony and bismuth.

General Introduction to Metals; potassium, sodium, lithium, cæsium, ammonium compounds, calcium, barium, strontium and the remaining metals; electrotyping and electroplating.

Theory of Organic Chemistry; marsh gas, olefiant gas, fermentation, alcohol and acetic acid, cyanogen and compounds, oils, glycerine, soap, starch, sugar, bread, wine, beer.

Relation of Chemistry to Other Sciences.

QUALITATIVE ANALYSIS.

This subject will be commenced during the first year of the Scientific Course, and will be continued the following year. Already in General Chemistry the pupils will have become acquainted with many tests for the more common acids and bases. Lectures will be given, explaining the methods of preliminary testing in the dry way, viz., in closed tube, on charcoal in reducing flame, in phosphorus — salt bead, etc.; the methods of bringing into solution the various oxides, salts, and silicates; the arrangement of the bases in six groups; the methods of separating the single members of each group; the testing for acids.

All of these lectures will be illustrated by suitable reactions in the class-room, and will be followed by experiments in the Laboratory, with materials both known and unknown.

Each member of the class will be furnished with a separate set of from twenty to thirty unknown substances, solutions and solids, beginning with a single compound and advancing to mixtures: these she must examine systematically according to the plan taught, noting in her blank-book her purpose in instituting each test, the result, and her interpretation of the latter.

Second Year.

In Stoichiometry problems will be given under the following heads: 1. Calculation of percentage composition from the formula. 2. Calculation of symbol from percentage composition. 3. Calculation of the weight of products, the factors being given. 4. Calculation of the factors required to yield a given weight or volume of the product. 5. Reduction of gaseous volumes, for pressure and temperature.

QUANTITATIVE ANALYSIS.

The experiments in Quantitative Analysis will be accompanied by lectures explaining the apparatus to be used, the re-agents and the methods.

By gravimetric methods, the analysis of eight compounds will be required. 1. $BaCl_2$, to determine H_2O, Ba, Cl. 2. $MgSO_4$, to determine sulphuric acid, magnesia, water. 3. Solder, to determine tin, lead. 4. Brass, to determine copper, zinc. 5. Potassium alum, to determine sulphuric acid, Al, K. 6. Ferric ammonium sulphate, to determine Fe, NH_4. 7. Feldspar, to determine Al, K, Si. 8. Silver coin.

By volumetric methods will be required: 1. Preparation of normal ammonia and hydrochloric acid. 2. Soda-ash, to determine Na_2CO_3, Na Cl, Na_2SO_4. 3. Pearl-ash, K_2CO_3. 4. Bleaching-powder, HOCl. 5. Ferrous sulphate, Fe. 6. Ferrocyanide of potassium, Fe. 7. Grape sugar. 8. Cane sugar. 9. A phosphate. 10. Binoxide of manganese.

ORGANIC CHEMISTRY.

A course of lectures will be given during the second year which will cover the most important topics in Organic Chemistry, as well as the theories which have been advanced by the leading chemists of the present century.

The following are among the topics which will be treated in these lectures: tests for carbon, nitrogen, hydrogen, chlorine, sulphur, phosphorus in organic bodies; empirical formulæ, how determined; six series of homologous compounds; constitution-formulæ; isomerism; marsh-gas series of hydrocarbons; alcohols, monatomic, diatomic, triatomic, primary, secondary, tertiary; esters, or etherial salts, ethers; mercaptans, amines, nitro compounds, kakodyl, aldehydes, chloral hydrate, ketones, formic acid, acetic acid, glycerine, nitro-glycerine, fats, protagon, soaps, prussic acid, nitriles, cyanogen, urea, mannite, tartaric acid, sugar, acrolein, cellulose, starch, benzol and its derivatives.

In the department of Chemistry and Mineralogy there are two laboratories, a lecture-room, and a store-room for apparatus. The Chemical Laboratory is furnished with apparatus, cupboards and drawers for ninety-six students working in divisions. The desks are furnished with sinks, gas, hot and cold water. The laboratory is provided with a number of convenient hoods for manipulation of noxious gases. It is furnished with the best apparatus, and all its arrangements are of the most approved construction. The laboratory and lecture-room are thoroughly ventilated, and fully supplied with all the chemicals and fixtures which can be desired. No charge is made for the use of apparatus or for chemicals used; but the pupils will be charged cost prices for all which they break.

Among the books of reference are Watts's Dictionary of Chemistry, Wurz' Dictionaire de Chimie, Storer's Dictionary of Solubilities, Graham-Otto's Lehrbuch der Chemie, and the works of Fresenius, Wagner, Classen, Schorlemmer, Dittmar, Barker, Cooke, Roscoe, Tilden and others.

The following periodicals are regularly received for the use of teachers and students: Journal of the Chemical Society, London; Bulletin Mensuel de la Societé Chimique de Paris, Annales de Chimie et de Physique; Annalen der Physik und Chemie; Zeitschrift für Analytische Chemie; Berichte der Deutschen Chemischen Gesellschaft; Jahresberichte ueber die Fortschritte der Chemischen Technologie; Jahresberichte ueber die Fortschritte der Chemie; American Journal of Science; American Chemist.

INSTRUCTION IN MINERALOGY AND LITHOLOGY.

The course in Mineralogy and Lithology will occupy two-thirds of the year. Those who find it desirable to continue these subjects further will have the opportunity. The lectures in Mineralogy embrace the various topics comprehended under morphology, the physical properties of minerals and the chemical reactions employed as tests, together with the description of the different species, arranged in the following classes: carbon, sulphur, soluble salts, insoluble salts, oxides, silicates, aluminates, metals and their compounds. The pupils have access to the collection of minerals, which they are expected to study until they are able to recognize them at sight by their physical properties. In the Mineralogical laboratory every convenience for Blow-pipe Analysis is provided. From twenty to thirty determinations (according to Brush) of unknown minerals are required. All students have also the privilege of determining as many other minerals as they desire. Frequent oral examinations are held, in which they are tested as to their ability to recognize the specimens already studied, being required to state at the same time the properties which enable them to decide.

The study of Lithology is continued, with the aid of the compound microscope, the polariscope, and a collection of thin sections of typical rocks, and of their constituent minerals. The text-books used are the works of J. D. Dana, E. S. Dana, Brush, and Collins. The following are the books of reference: Mineralogie, by P. Brard; Lehrbuch der Mineralogie, by Kenngott; Phillips's Mineralogy, by Brooke and Miller; Ancient Mineralogy, by Moore; Microscopische Beschaffenheit der Mineralien, by Zirkel; Petrographie, by Zirkel; Rocks Classified and Described, by Von Cotta; Handbuch der Mineralchemie, by Rammelsberg; Handwörterbuch des Chemischen Theils der Mineralogie, by Rammelsberg; Geschichte der Mineralogie, by Von Kobell; Plattner's Manual; Mineralogie, by Buratt; Berzelius's Neues Chemisches Mineralsystem, by Rammelsberg.

INSTRUCTION IN PHYSICS.

The instruction in Physics is given in recitations, lectures, and by experiments in the Laboratory, performed by the students. The principles deduced from these are given mathematical expression, and often graphical representation. Practical problems are frequently proposed for solution. The students are required to repeat the lecture-room experiments, and to give lectures upon the subjects investigated.

Plan of Instruction.

COURSE FOR FIRST YEAR.

The foundation doctrines of Motion, Force, and Energy, as applied to visible masses, are first discussed. Keeping in view these established laws, Molecular Physics, including Sound, Light, Heat, Electricity, and Magnetism, are afterwards taken up. The presentation of these subjects is illustrated by ample apparatus.

LABORATORY PRACTICE.

This includes Experiments in General Physical Measurements; viz., Estimation of Tenths in Space; Estimation of Tenths of a Second; Use of Verniers; Use of Differential Thermometer, Air Thermometer, Mercurial Thermometers, Testing Thermometers; Use of Reading Microscopes; Use of Cathetometer; Use of Hook Gauge in determining height of surface of liquids; Use of Hydrometer; Use of Barometer in determining heights; Calibration by Water and Mercury; Calculation of the Probable Error of Results.

In MECHANICS. — Determination of the Angle of Friction, and Coëfficient of Friction; Determination of the Laws of Deflections of Beams; of the Parallel Forces; of the Laws of the Pendulum, and Torsion Pendulum; Determination of Specific Gravity by various methods.

In OPTICS. — Determination of the Laws of the Conjugate Foci of Lenses; Use of the Spherometer; Photometry; Determination of the Angle of Prisms; Use of the Spectroscope, mapping out the Spectra of the Sun, and of the lighter metals which can be volatilized by the Bunsen Burner; General Manipulation of the Microscope. Experiments will also be performed to illustrate the fundamental Laws of Sound, Heat and Electricity.

Text Books. — Atkinson's Ganot's Physics, and Pickering's Physical Manipulations, Vol. I.

COURSE FOR SECOND YEAR.

The work of students during this year is largely in the Laboratory, embracing more extended and more difficult experiments, which are worked up by analytical methods with the use of the Calculus. Lectures are given, and the students consult the best books of reference. The results of the work and study are brought out in recitations, in which theses are presented on assigned themes, and the students give short lectures upon the subjects of their experimentation.

LABORATORY PRACTICE.

This includes experiments in HEAT; viz., Laws of Expansion of Solids, of Liquids, and Gases; Determination of Specific Heats, Study of the Laws of Radiant Heat, with the use of a complete Melloni's apparatus.

In PHOTOGRAPHY, positives on glass will be taken, suitable for projection by the Lantern, the first subjects being wood-cuts and engravings, but later, Microscopic objects and the Sun Spectrum.

In OPTICS, there will be more extended work with the Spectroscope, mapping out the Spectra of the heavier metals and gases, with the use of the Electric Spark, Induction Coil, and Pluker's Tubes; Determination of the Indices of Refraction of various kinds of glass, and various liquids contained in hollow prisms, the instrument used being a Spectrometer and Optical Circle made by Meyerstein; Measurement of the Angle of Prisms with Wollaston's Reflecting Goniometer; Measurement of the Wave Lengths of Light with Diffraction Bank. Instruction will be given in the use of the Microscope and its various attachments, in the preparation of objects, and in the measurement of the focal length and angular aperture of objectives.

In SOUND, the verification of the Laws of Strings with the Sonometer and Melde's apparatus; Study of Harmonics and of Overtones, and illustrations of Helmholtz's recent researches, with sets of diapasons and organ pipes from König; Study of Vibrations, with Chladni's plates, Lissajou's apparatus, and Tisley's pendulums.

In ELECTRICITY, Measurement of Electrical resistances and the Electro-motive force of Batteries; Determination of the Law of Sine, Cosine, and Tangent Galvanometers, and of Galvanometer Constants; Law and Force of Magnets.

The students will be taught the various departments of Lantern Projection; Microscopical Projection, Projection with Polarized Light, and use of Vertical Lantern. The whole course is adapted to train students to accuracy of observation, skill in experimenting, and clearness of statement of scientific facts, and to stimulate, as soon as possible, original research on the part of the student. Text-book for Laboratory work, Pickering's Physical Manipulation, Vol. 2. Among the books of reference, are Deschanel's Natural Philosophy; Wüllner, Lehrbuch der Experimentalphysik; Weinhold's Experimental Physics; Frick, Physikalische Technik; Jamin, Petit Traité de Physique; Jamin, Cours de Physique; Daguin, Traité de Physique; Roscoe's Spectrum Analysis; Schellen's Spectrum Analysis; Thomson and Tait's Elements of Natural Philosophy; Helmholtz's Sensations of Tone; and the Works of Tyndall, Spottiswoode, Thomson, Jenkin, Lommel, Pereir, Tait, and Stewart.

The following scientific periodicals are received for the use of this department: Comptes Rendus de l'Académie des Sciences, Philosophical Magazine, American Journal of Science and Art, Dingler's Polytechnische Journal, Quarterly Microscopical Journal, Monthly Microscopical Journal, Popular Science Review.

The department of Physics occupies a convenient lecture-room, with lantern and porte lumiere constantly in place for the illustration of lectures, or the projection upon the screen of minute experiments. Water, wires from the battery, oxygen and hydrogen and illuminating gas, are furnished at the lecturer's desk. The costly apparatus for this department has been selected with great care from the best makers in England, France, Germany, and this country. Everything necessary for instruction and illustration has been supplied. There is a Profes-

sor's Laboratory, for the preparation of experiments, and an extensive students' Laboratory, supplied with instruments for quantitative work. This is arranged in eight separate rooms and alcoves. One dark room is supplied with a Bunsen's Photometer for measuring the candle power of gases, and with apparatus for Spectrum Analysis, etc. Another room is fitted up for an Electrical Laboratory, and supplied with a Wheatstone's Bridge and Resistance Coils, Thomson's Mirror Galvanometer and Lamp Stand, made by Elliot of London, and other apparatus necessary for Electrical measurements. There is also a battery room and a room for photography.

INSTRUCTION IN BOTANY.

The Course of Instruction commences in the first term of the Sophomore Year, and extends through two years.

The First Year includes Descriptive Anatomy, General Morphology, and Principles of Classification.

The Second Year, Histology and Vegetable Physiology.

The study of the gross and minute anatomy of the various organs of plants is followed by a consideration of the changes of form which they undergo in different species, according to their conditions of life. Plants thus studied are carefully described, compared and grouped in accordance with their genetic relations.

Special attention is given to the orders which have been supposed to present peculiar difficulties, and which, for this reason, are often neglected. In the study of orders, mention is made of the prominent species of each, especially those furnishing useful products. In connection with the study of vegetable tissues, instruction is given in Practical Microscopy, in the use of Micro-chemical re-agents, and in preparation of Microscopical Specimens.

Succeeding this branch of the science, is the study of the plant in action, and the consideration of questions pertaining to its life history. A portion of the Second Year is also given to the determination of dried specimens of plants, and to the study of the flora of some assigned locality.

Those who desire it may pursue special branches of the science beyond the time allotted to the general course.

Instruction is given by recitations, lectures, and by practical work in the Laboratory, which is regarded as of the highest importance. The progress of the student is tested by frequent written and oral examinations, and each, in turn, is expected to lecture upon subjects assigned.

Students are encouraged to make independent observations and self-reliant researches; and, avoiding hasty inferences from partial data, to form judgments of things noted, and correctly describe the results of their observations. To secure this end, they are instructed in the best methods of study and of observation.

Every object studied in the Laboratory is sketched. To give facility in this indispensable part of the work, opportunities are given to the students to receive every week, throughout the course, free instruction in drawing and painting in water colors.

Valuable Dissecting and Compound Microscopes are furnished by the College. The students have access at all times to the large Herbarium, and the special library of rare Botanical works. Plants from the green-house are supplied during the winter.

The following Botanical Periodicals are regularly received for the use of this department: Curtis' Botanical Magazine; Botanische Zeitung, Bulletin de la Société Botanique de France; Annales des Sciences Naturelles, Bulletin Botanique.

ZOÖLOGY

Is one of the elective studies of the Senior Year. The instruction is intended as an introduction to this wide field of investigation, and to prepare the way for future special study. It commences with a valuable course in Elementary Biology. This consists of lectures, with ample reference to the latest works upon this science, and is accompanied by microscopical researches in the Laboratory, under the direction of the Professor. Structural and Systematic Zoölogy are taken up, and instruction is given as to the fundamental facts. Those who wish to do so, can take a more extended course in Biology and Histology.

ASTRONOMY

Is an elective study of the Senior Year. Instruction in Physical Astronomy will be given in lectures, accompanied by reference to the works in the library. Those who wish to study Mathematical Astronomy will take the Course for Honors in Mathematics.

The Academic Department.

This is designed to fit students for the Freshman Class. It offers a thorough and varied course of study, a high standard of culture, and the general privileges of the College. Candidates are referred to the article in regard to preparation, on page 49.

QUALIFICATIONS FOR ADMISSION.

Candidates must be of good health, and at least fifteen years of age. They must be prepared to pass satisfactory examinations in Reading, Writing, Spelling, English Grammar, Modern Geography, Arithmetic, Latin Grammar through Syntax, and two books of Cæsar. They are advised not to study the Latin Reader, but to give their time to the study of Grammar and Cæsar. Candidates should make careful preparation in Mental and Written Arithmetic, and acquire a thorough knowledge of the fundamental operations in Common and Decimal Fractions, Compound Numbers, Proportion, Percentage, Square and Cube Root. The examination in Mathematics and Latin will require thorough preparation. One year of recitation to a competent teacher is necessary for a proper preparation in Latin. Parents are advised to give careful attention to these instructions, and to disregard the advice of all who tell them that their daughters can be fitted in a shorter time or with less care. All who have the opportunity are advised to study Greek for one year at least before applying to enter the Academic Department, although this is not positively required. In 1879 the course in the Academic Department will be extended to three years, in order to give sufficient time to prepare in Greek for the Freshman Class.

Course of Study.

FIRST YEAR.

Latin. — Cæsar; Cicero; Humphreys' Abbott's Latin Prose Composition.
Greek. — Greek Grammar; Greek Prose Composition.
Mathematics. — Olney's School and University. Algebra to Ratio.
German, elective. — Otto's German Grammar.
French, elective. — Keetel's French Grammar.
Outlines of History.
English Language; Literature and Composition; Free-hand, Mathematical and Perspective Drawing.

SECOND YEAR.

Latin. — Cicero ; Vergil ; Humphreys' Abbott's Latin Prose Composition.

Greek. — Xenophon, Anabasis ; Iliad.

Mathematics. — Olney's School and University Algebra, to Part III ; Olney's Plane Geometry.

German. — Whitney's German Grammar and German Reader ; Fouquè, Undine.

French. — Noël et Chapsal, Grammaire Française ; Dictées ; L'Histoire de France par Lamé Fleury.

Guyot's Physical Geography ; Drawing ; Elocution ; Outlines of History ; English Literature and Composition.

The College Buildings and Grounds.

It is intended that the elevating and refining influences of a happy Christian home shall surround the students in these years of education, when the future life receives its impulse and direction. The College provides all the surroundings which can make the life of the students refined and noble. The extensive grounds and costly buildings, the comforts and luxuries, are such as are usually found only in the abodes of the wealthy.

The location is known as the most healthy in the healthy State of Massachusetts. There is no malaria in any part of this region. All the appointments of the College are so satisfactory that it is acknowledged to be, beyond question, the most beautiful and perfect building devoted to the education of women in the world. It is not necessary to describe the buildings and grounds. An article published in Harper's Magazine for August, 1876, giving a description of the College, illustrated by many engravings, may be consulted by those who desire information upon the subject.

Some particulars, however, which are connected with comfort and health, should be stated. All the rooms are carpeted and handsomely furnished. The building is warmed by steam. An abundant supply of fresh air is admitted into the basement, and there heated by contact with steam radiators. Every study parlor has its separate hot air flue, and the register enables the occupant to regulate the heat at pleasure. This method of heating by "indirect radiation," as it is called, is the best method of heating large buildings like the College. But an important improvement has been added, never before introduced in an educational institution; the warm, dry air is charged with moisture by the addition of a regulated quantity of steam, before it is admitted to the flues. The degree of moisture is carefully regulated in every part of the building by hygrodeiks, and the air is kept at the established "health point," neither too dry nor too moist, and thus an equable summer atmosphere is preserved, which has an important influence upon the health and spirits of the inmates.

The building is lighted by gas, manufactured upon the College premises, and conducted into every room. But as gaslight is not the best for study, German Student Lamps, which are found to give the softest and purest light known, are also furnished in every parlor.

An abundant supply of hot and cold water is provided in every part of the building. In order to prevent the possibility of impurities from surface water, a costly Artesian well has been driven, which supplies all the water that is used in the College. There are a large number of bathing rooms, distributed at convenient points, in every story, for the use of the inmates.

A steam passenger elevator is provided for the students, and used constantly during the day and evening. It has proved to be so valuable that it is regarded as a necessity, rather than a luxury.

The health of the students is considered as of primary importance. In the construction of the buildings this was constantly in view. Everything possible has been done to give an abundance of light, sunshine, and fresh air to the College Home.

The ventilation is a remarkable success. Indeed, it is generally conceded that there is no public building in the country so well ventilated as Wellesley College. The drainage, natural and artificial, is faultless. The College is situated on a hill upon the shore of a beautiful lake. The ground slopes from the building in every direction, and stagnant water or dampness is impossible. The artificial drainage is most satisfactory. Details cannot be given here. Intelligent parents know that the indispensable requisites for health are pure air and water, sunshine, good ventilation, and drainage. They are invited to examine into all these particulars.

A lady physician resides in the College, and gives her personal attention to the supervision of the arrangements connected with the health of the family. She has daily intercourse with the students, and instructs them in the care of their health and the laws of Hygiene. They are encouraged to consult with her frequently, and are taught how to establish proper habits of attention and systematic care. No charge is made for medicine, nor for the attention of the resident physician. A hospital, which can be shut off from the rest of the building, in case of contagious disease, is provided for those who need any extra care.

The College Grounds are three hundred acres in extent, and give ample opportunities for exercise and recreation. The lake affords a most desirable place for boating in summer, and skating in winter. The exercise of boating is so attractive in itself, and has been found to be so remarkably beneficial to the health of the students, that a large number of safe and convenient boats have been furnished, which they are allowed to use daily. It will be found that everything is done for the health, the comfort, and the happiness of the family in their College Home.

GYMNASIUM.

A large Gymnasium is provided, and the classes are instructed in Calisthenics.

DOMESTIC DEPARTMENT.

All the regular students board in the College, and aid in some of the lighter domestic work of the family. The importance of this will be appreciated by thoughtful parents. This is not a novel experiment. For many years it has been the rule in some other institutions. While it is not intended to give instruction in the details of domestic work, it is desirable that all should understand and take a practical part in systematic housekeeping. The time thus occupied will be one hour daily, and will not interfere with the hours of study. The economy of this course should not be overlooked. It would be easier to hire a much larger number of servants than are now employed, and bear the expense of their wages and board with the accompanying waste, but it would be necessary, in that case, to make the price for board and tuition nearly double what it now is. This would defeat one great object of the Trustees, which is, to give opportunities for a higher education to young women of moderate means. The success of this plan in the College leads the Trustees to believe that all young women will cheerfully take their share in easy and useful domestic work, when they understand that they are thus helping, in part, at least, to educate themselves. The experience of teachers in the well-known institutions in which this course has been pursued, has proved that the discipline of this domestic work, which unites all in one family as helpers for the common good, is invaluable in its influence upon the moral nature, and its preparation for social life.

Applications.

Wellesley College has been established for the purpose of giving to young women who seek a collegiate education, opportunities fully equivalent to those usually provided for young men. It is designed to meet in the most comprehensive manner the great desire for the higher education of woman, which is at this day so remarkable a feature in our national life. Those who are ambitious to become learned women, will find in the different General and Special Courses, the means for the most thorough study and the broadest culture.

Its objects and aims must not be misunderstood. It is not intended to be like an ordinary seminary or finishing school for girls. It is a College, arranged for collegiate methods of instruction, and for courses of very difficult study, such as are pursued in none but the best colleges. It is intended for those students only who have vigorous health, more than ordinary ability, and the purpose to give themselves faithfully to the pursuit of knowledge, and to discipline and develop their minds by arduous study.

One prominent object in organizing the College has been to give peculiar advantages to those who intend to prepare themselves to be teachers. The difficult courses of study, the higher courses for Honors, and the methods of instruction are all carefully arranged with special reference to the wants of teachers. The College is not limited to this class of applicants. Others who have not this intention, but desire an equally advanced education, will be admitted. There are in the College many students who have already been teachers, but are now pursuing special courses in preparation for higher work. Such candidates will always receive peculiar advantages and privileges. (See page 23.)

The College is intended for young women of moderate means. The charge for board and tuition is placed as low as possible. Those who are wealthy as well as those who are not, are expected to practice economy, and to discourage display and extravagance in dress and personal expenditure.

Wellesley College will be Christian in its influence, discipline and instruction.

Students of sixteen years of age are received, but it is better that they should not enter the Freshman class until they are seventeen.

All applications must state the age, health and attainments of the candidate. Those who enter in September must come for the entire Collegiate Year; those who come later, for the remainder of the year. The number of students is limited. Those who are qualified to enter the Freshman class, and teachers and post-graduates applying as special students, will receive the preference. Those who apply for the Academic Department, with the intention of taking the full College Course, will be received next in order, as far as the accommodations of the College will allow.

Vacancies frequently occur during the year, and candidates are received at any time when there is a vacancy. Those unable to enter in September, may have their names registered for the first vacancy. The first term will begin September 5th, 1878. The winter term will begin soon after the first of January. The summer term will begin in the second or third week of April.

Preparation of Students.

We cannot urge too strongly upon parents the paramount necessity of careful and thorough preparation of their daughters. They should decide early if they intend to fit their daughters for College, and then prepare them as patiently and systematically as boys are prepared. Ambitious girls are often allowed to make the dangerous mistake of overworking in order to fit in a short time. This is as injurious to scholarship as it is to health. All "cramming" preparation is worthless.

In ordinary cases girls will need to study Greek and Latin daily, for three years, under a good teacher, in order to be well fitted for the Freshman Class. It is best that the decision to fit girls for College should be made when they are ten or eleven years old. The preparation may then be more gradual, as the study of Latin can be commenced at once. It is necessary to caution parents against many worthless private schools and seminaries of low grade, that make a pretence of instructing in Latin. Parents must make it certain that the teachers to whom they trust their daughters, have real learning and capacity. The preparation in Mathematics is usually very poor, because girls are not thoroughly taught in Mental and Written Arithmetic. They are encouraged to "get through" Arithmetic without understanding it, and when they study Algebra, soon learn to "hate Mathematics." Girls who are properly taught usually become very fine mathematical scholars, and love the study. No study is more valuable in developing their mental powers. Particular attention should be given to the instructions upon this point at page 10. In all cases when girls have the opportunity, they should join, as soon as possible, the High School classes of those who are fitting for College in the ordinary classical courses. But parents must not cease their watchful supervision. In some schools, the study of Mathematics is dropped two years before the course ends. In such cases a thorough review is indispensable. In some schools easy Algebras are used which are almost worthless. Parents should also be very careful that the time of their daughters should be devoted to the studies required for admission to the College, and not wasted in studies which they will be required to take in College. Girls fitting in High Schools are often urged to take various studies for the sake of graduation. The time thus taken may defeat their thorough

preparation in Mathematics and Classics, while the studies pursued will be almost useless in their college course. Thus it will be comparatively useless to go through a High School course in Chemistry, Natural Philosophy, Mental and Moral Philosophy. Pupils will be required to study Chemistry and Physics in College, according to the best modern methods, and with the indispensable addition of the best Laboratory work. They will also be required, in the Senior Year, when their minds are matured and prepared for these difficult subjects, to study Mental and Moral Philosophy. The best teachers are usually very desirous of assisting girls who intend to enter College. Teachers should, therefore, be informed of this intention, that the classes and studies may be so arranged as to enable their pupils to prepare in the shortest and best way.

It is very desirable that all who have studied Latin for one year, should begin at once the study of Greek, whether they intend to enter the Academic or the Collegiate Department. There can be no question of the value of Greek to all who wish for a collegiate education.

We cannot urge too strongly that parents should exercise constant watchfulness in order to ensure *thoroughness* in preparation in every particular. Superficial instruction by poor teachers, is not only a loss of valuable time, *but a serious injury to the mental powers.* It is more difficult to undo poor instruction and overcome bad habits of study than to prepare the students from the beginning. Those who are prepared will receive far greater advantages in every way from the College. The number of students is limited, and many candidates are rejected every year. It should therefore be borne in mind, that *candidates well fitted for the Freshman Class are always sure to be admitted, as they will have the preference over all other applicants.*

PREPARATION IN RELATION TO HEALTH.

Girls must prepare for College not only in scholarship, but in health. If there is to be a permanent reform in regard to the higher education of woman, it must be based upon a radical reform in regard to those causes which make any true education impossible. The prevailing delicacy of health in American girls excites just alarm among thoughtful teachers. The reform will begin when parents also begin to be alarmed, and girls are warned against the dangerous consequences which follow from carelessness and neglect. The delicate health of school girls is not caused by hard study. It is in most cases due to continued violation of the plain laws of nature, as to fresh air by night and day; simple and nourishing food at regular hours; daily exercise in the open air; sufficient sleep and suitable dress. The vigorous health of the great majority of students at Wellesley College, which occasions such surprise to visitors, is satisfactory proof that healthy girls under proper regulations are usually capable of continued hard study without injury. During the first years of the College, many girls were received who were in poor health. The improvement in many of these was remarkable. But most of them found that continuous study was impossible. The experience of the first year will not be repeated. Hereafter, girls who are in delicate health will not be received. The College will not be responsible for invalids. It is intended for healthy girls who appreciate

the blessing of health, and have the good sense to take care of it. If the collegiate education of girls be an experiment, it must not be tried with those who are broken down by violation of the laws of nature. Indeed, such a trial would be useless, and failure inevitable.

Girls must be taught that it is necessary to give thoughtful and constant attention to their physical health, if they wish to become successful students. The same care at home that is bestowed upon the students in the College, and the observance of the same simple rules, would insure similar successful results.

For many years the charge has been made in public and in private that the health of girls is destroyed by hard study in schools and colleges. It is the favorite argument of those who oppose the higher education of woman. We will not submit in silence to this odious injustice. Hard study, properly directed and regulated, promotes physical health. Every experienced teacher will confirm this statement. But the unjust prejudice against the higher education of women is perpetuated because the consequences of violating the laws of nature, from earliest childhood, are charged upon study; while the real causes are disregarded, and allowed to continue their pernicious work. When the thoughtful women of our country are united in observing, protesting against, and reforming the fatal causes which do indeed destroy girls' health, this calumny, that woman's mind and woman's body are too frail to bear the pursuit of knowledge, will perish with other forgotten prejudices.

We expect our future candidates to join in this reform, and to learn in youth how to acquire vigorous health as well as true learning. The instructions, the habits, and the regulations at College will confirm these essential lessons, and they will be enabled to demonstrate by the unanswerable logic of facts, the truth which cannot be emphasized too strongly — that hard study, properly directed and regulated, strengthens the body as well as the mind.

EXAMINATIONS.

The examinations for 1878 will commence September 5th. Candidates must arrive at the College September 4th.

EXPENSES.

The price for board and tuition will be $250 per year. Instruction in solo singing and instrumental music, also special private instruction in painting in water colors, and in oil, will be charged extra.

Calendars will be sent when requested.

Persons desiring further information may apply by letter, addressed to

MISS ADA L. HOWARD, *President*,

WELLESLEY, MASS.

WANTS OF THE COLLEGE.

THE design of Wellesley College is to give deserving students of moderate means the best opportunities for thorough education and true culture. There are, however, many deserving young women of good ability earnestly desiring to fit themselves for usefulness, who cannot meet even the small expenses of the College.

The College has no scholarships nor other provision for assisting poor students. We earnestly ask that this want may be met by the provision of funds for scholarships. Harvard College has more than one hundred scholarships, and Yale College has an annual income of $6,000 for such purposes. In comparison with young men, young women have few opportunities for helping themselves.

If the present low rates are to be maintained there must also be funds for endowing professorships. In this respect, it seems just and reasonable that Wellesley College should be placed upon the same firm basis with Colleges for young men.

The College needs a large amount for new buildings, endowments for Professorships, an Astronomical Observatory, money and books for the Library, statues, pictures, and other works of Art, for the Art Gallery, and specimens of all kinds for the Natural History Cabinet.

FORMS OF BEQUEST.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be appropriated by the Trustees for the benefit of the College, in such manner as in their discretion they shall think will be most useful.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them and called the ——— Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them, and called the ——— Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be used by them in the purchase of books for the Library, of apparatus for the use of the College, or in such other manner as they shall deem expedient.

WANTS OF THE COLLEGE.

The design of Wellesley College is to give deserving students of moderate means the best opportunities for thorough education and true culture. There are, however, many young women of fine talents earnestly desiring to fit themselves for usefulness, who cannot meet even the small expenses of the College.

The public, knowing something of the great cost of the buildings and grounds, will readily see that the Trustees cannot render to such the needed assistance. We earnestly ask that this want may be met by the provision of funds for scholarships. Harvard College has more than one hundred scholarships, and Yale College has an annual income of $6,000 for such purposes. In comparison with young men, young women have few opportunities for helping themselves.

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I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them, and called the ——— Prize Fund. The interest shall be expended by them in prizes to be given to the students of the College, in such manner as the Trustees shall decide.